



Comprehensive  
Guide to the Annual  
Performance Report for  
Educator Preparation Programs

*2018 Version*

The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs that are preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports will assist in recognizing high-performing programs as models of excellence based on a set of indicators. Likewise, the reports will facilitate identification of programs in need of improvement so they can receive appropriate support.

MoSPE represents the work of hundreds of educators from PK-12 through higher education. Numerous refinements and revisions were made before the State Board of Education approved the final changes in November 2012. These standards will guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who continue to contribute to the process.

## OVERVIEW OF TEACHER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification programs. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which were approved by the Board in November 2012. There are two types of approval: initial and continuing.

### Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating MoSPE requirements have been met. Once such evidence has been provided, the proposed EPP and certification program(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification programs in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

### Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification program continues to meet state standards. The reports will be based on the following performance standard:

- Teacher Preparation Programs will be measured on all nine Missouri Teacher Standards

The following categories will be used to accredit certification programs:

**1. Accredited:** Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

**2. Provisionally Accredited:** Certification programs will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster (appendix A) may instead be subject to this classification if the combined performance of the certification programs meets the provisionally accredited status. If possible, a particular certification program within a cluster may be identified for improvement. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification programs.

**3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full Accredited status, it may declare the program Unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

For cases in which small cell size prevents accountability determinations at the level of individual certification programs, data at the certification cluster level on four APR-EPPs out of a five-year period will be used in conjunction with evidence gathered during development and implementation of the program improvement plan to identify and recommend specific certification program(s) for Board action.

## SCORING GUIDE FOR THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

### Methodology

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during the 2017-18 academic year. Certification Candidates are identified based on the data submitted by EPPs. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for the 2018 APR-EPP is collected from September 1, 2017 through August 31, 2018.

Data is provided at the individual certification program level. The list of clusters and the certification programs is included in appendix A. Reports will be generated by certification program for the purpose of continuous improvement.

### Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. “Pooling” means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points. In 2018, the APR is based on one year of data.

Individual certification program reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will not be used as a basis for making accountability decisions if the number of certification candidates is fewer than 10.

Similar rules are also applied for each accountability indicator. EPPs will be held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.
- **Certificated Candidate** refers to a certification candidate that has received Missouri certification.
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and professional programs have a GPA reporting requirement. The 2018 APR-EPP will use the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, and Early Childhood Special Education B-3. A full list of programs with GPA reporting requirements is included in appendix B.
- **Cooperating Teacher (CT)** Missouri Educator Evaluation System (MEES) Rating
- **Program Supervisor (PS)** Missouri Educator Evaluation System (MEES) Rating
- **Missouri Performance Assessments for Teachers and Librarians were used to identify certification candidates**

- **First-Year Teachers' Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion.
- **Principals' and/or Supervisors' Perceptions of First-Year Teachers' Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion.

In each of these cases, accountability requires 10 certification candidates over a five-year period.

### Missouri Educator Evaluation System (MEES)

Education Preparation Programs (EPPs) must report a summative score per MEES indicator based on the following conditions:

- Traditional (TD)
  - Cooperative Teacher (CT)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##)
  - Program Supervisor (PS)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##)
- Non-Traditional (NT)
  - Cooperative Teacher (CT)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##) or NA
  - Program Supervisor (PS)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##) or NA
- Innovative Programs (IP)
  - Cooperative Teacher (CT)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##) or NA
  - Program Supervisor (PS)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score range between 0 – 3 (##) or NA
- Associate of Arts in Teaching (AT)
  - Cooperative Teacher (CT)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score is NA
  - Program Supervisor (PS)
    - Indicators 1.1, 1.2, 2.4, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 7.5, 8.1, 9.1 & 9.3
    - Score is NA

### Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers' Overall Preparation indicator is calculated as  $x/y$ , where  
 $x$  = number of certificated candidates that received and completed the survey; and  
 $y$  = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Teachers' Overall Preparation indicator is calculated as  $x/y$ , where  
 $x$  = number of principals or supervisors that received and completed the survey in a Missouri public school; and  
 $y$  = number of principals and/or supervisors of certificated candidates that received a survey.

## Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70% to 100%
Provisionally Accredited	60% to 69.9%
Unaccredited	≤ 59.9%

Accreditation Designation for individual certification programs is determined by points assigned to each of the nine Missouri Teaching Standards in the 2018 APR-EPP:

- Teacher Standard 1: Content Knowledge (90 points possible)
- Teacher Standard 2: Student Learning and Development (20 points possible)
- Teacher Standard 3: Curriculum Implementation (20 points possible)
- Teacher Standard 4: Critical Thinking (20 points possible)
- Teacher Standard 5: Classroom Environment (20 points possible)
- Teacher Standard 6: Effective Communication (20 points possible)
- Teacher Standard 7: Assessment and Data Analysis (20 points possible)
- Teacher Standard 8: Professionalism (20 points possible)
- Teacher Standard 9: Professional Collaboration (20 points possible)

Total Number of Points Possible = 250

A certification program must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. Then the percentage of points earned is multiplied by a weighted percent to obtain a weighted score. The weighted percentage scores are totaled and will be assigned an Accreditation Designation based on the Accreditation Designation table.

### Weighted Percentage

Standards	MoCA	GPA	MEES	Surveys		Total Points Earned	% of Whole
1: Content Knowledge	50	20	10	5	5	90	22
2: Student Learning & Development			10	5	5	20	17
3: Curriculum Implementation			10	5	5	20	15
4: Critical Thinking			10	5	5	20	5
5: Positive Classroom Environment			10	5	5	20	15
6: Effective Communication			10	5	5	20	3
7: Student Assessment & Data Analysis			10	5	5	20	17
8: Professionalism			10	5	5	20	3
9: Professional Collaboration			10	5	5	20	3
<b>Total Points</b>	<b>50</b>	<b>20</b>	<b>90</b>	<b>45</b>	<b>45</b>	<b>250</b>	<b>100%</b>

## CALCULATING THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The following pages explain how each of the standards will be calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest hundredth.

### Overview of Calculations

The APR-EPP 2018 will be based on **Certification Candidates**. A Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA and performance assessment(s). The certification candidate must be eligible to be recommended by the educator preparation program for certification.

**Teacher Program Standard 1: Content Knowledge**

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Performance Assessments and Surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																		
Indicator	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> <li>Indicator score will be assigned based upon the average of the best score earned by each certification candidate regardless of when the score was earned. <ul style="list-style-type: none"> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>Based on average of best attempt(s) per SSN per certification program.</li> <li>EPP certification programs will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2018.</li> <li>Based on five years of certification candidates (starting with 2018).</li> <li>Scoring Guide will be based on all years in the APR-EPP starting with 2018.</li> </ul> </li> </ul>																		
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.																		
Special Notes	<p><b>**Special Note – Students in Elementary Education 1 – 6 must pass all four sections of the MoCA**</b></p> <ul style="list-style-type: none"> <li>Elementary: Language Arts (Test Code 007), Mathematics (Test Code 008), Science (Test Code 009), &amp; Social Studies (Test Code 010)</li> </ul> <p><b>**Special Note – Students in Social Science 9 – 12 must pass all six sections of the MoCA**</b></p> <ul style="list-style-type: none"> <li>Social Science: US History (Test Code 25), World History (Test Code 26), Economics (Test Code 27), Geography (Test Code 28), Political Science (Test Code 29), &amp; Behavioral Science (Test Code 30)</li> </ul> <p><b>**Special Note – Students in Mild/Moderate Cross-Categorical K-12 must pass the following tests for each section of the MoCA**</b></p> <ul style="list-style-type: none"> <li>Mild/Moderate Cross-Categorical Special Education (Test Code 050), English Language Arts (Test Code 007), Mathematics (Test Code 008), Science (Test Code 009), &amp; Social Studies (Test Code 010)</li> </ul> <p><b>**Special Note – MoCA test included in clusters 4, 5, &amp; 6 are individual tests (Cluster information can be located in appendix A)**</b></p> <p><b>**Special Note – MoCA average range is not below 220.0 due to the requirements for a Certification Candidate</b></p>																		
Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">MoCA</th></tr> <tr> <th>Average Range</th><th>Points</th></tr> </thead> <tbody> <tr> <td>250.0 +</td><td>50.0</td></tr> <tr> <td>245.0 – 249.9</td><td>47.5</td></tr> <tr> <td>240.0 – 244.9</td><td>45.0</td></tr> <tr> <td>235.0 – 239.9</td><td>42.5</td></tr> <tr> <td>230.0 – 234.9</td><td>40.0</td></tr> <tr> <td>225.0 – 229.9</td><td>37.5</td></tr> <tr> <td>220.0 – 224.9</td><td>35.0</td></tr> </tbody> </table>	MoCA		Average Range	Points	250.0 +	50.0	245.0 – 249.9	47.5	240.0 – 244.9	45.0	235.0 – 239.9	42.5	230.0 – 234.9	40.0	225.0 – 229.9	37.5	220.0 – 224.9	35.0
MoCA																			
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**Teacher Program Standard 1: Content Knowledge**

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Performance Assessments and Surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.														
Indicator	<p>Grade Point Average (GPA)</p> <ul style="list-style-type: none"> <li>The reported GPA of certification candidates will be used. The GPA being reported for the 2018 APR-EPP includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, and Mild/Moderate Cross-Categorical. <ul style="list-style-type: none"> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>EPP certification programs will receive points as noted below, based on the average GPA from the Certification Candidates for over five years.</li> <li>Scoring Guide will be based on all years in the APR-EPP starting with 2018.</li> </ul> </li> </ul>														
Definition	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.														
Special Notes	<b>**Special Note – GPA average range is not below 2.75 due to the requirements for a Certification Candidate</b>														
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Grade Point Average (GPA)															
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3.00 – 3.19	17.75														
2.75 – 2.99	17.00														



***Teacher Program Standard 1: Content Knowledge***

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Performance Assessments and Surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Indicator	<p>Performance Assessment (MEES)</p> <ul style="list-style-type: none"> <li>Cooperating Teachers and Program Supervisors will submit data for all 16 indicators.</li> <li>Administrator evaluations of teacher candidates will not be used.</li> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>MEES Indicators 1.1 &amp; 1.2 from the data submission will be used in the calculation. <ul style="list-style-type: none"> <li>For each certification candidate, the Cooperating Teacher (CT) and the Program Supervisor (PS) summative scores will be added together and divided by four.</li> <li>The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Program. That average will determine points on the scoring guide.</li> <li>Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>																				
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Performance Assessments																					
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**Teacher Program Standard 1: Content Knowledge**

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Performance Assessments and Surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.												
Indicator	<p>Surveys</p> <ul style="list-style-type: none"> <li>• First-Year Surveys (Only Teacher Surveys will be included in this calculation {survey type = teacher}.) <ul style="list-style-type: none"> <li>○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses.</li> <li>○ Survey responses are assigned a score and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard. <ul style="list-style-type: none"> <li>▪ In order to be reported, <ul style="list-style-type: none"> <li>• a minimum of 10 surveys must be returned, <b>AND</b></li> <li>• the participation rate must be at least 40 percent.</li> </ul> </li> <li>▪ Indicator #1 is the First-Year Educator Responses. <ul style="list-style-type: none"> <li>• It is the average of all the scores related to Standard 1 (Self_Response_Standard_1).</li> </ul> </li> <li>▪ Indicator #2 is the First-Year Educators' Supervisor Responses. <ul style="list-style-type: none"> <li>• It is the average of all the scores related to Standard 1 (Supervisor_Response_Standard_1).</li> </ul> </li> <li>▪ All responses related to Standard 1 on the surveys will be totaled and divided by the number of responses received for each EPP certification program. <ul style="list-style-type: none"> <li>• On the supporting data pages there will be a column for first-year educator responses and one for first-year educators' supervisor responses. <ul style="list-style-type: none"> <li>▪ Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received.</li> <li>▪ Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received.</li> </ul> </li> <li>• Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page.</li> </ul> </li> </ul> </li> <li>○ Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>												
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First-Year Survey													
Average Range	Points												
4.0 – 5.0	5												
3.0 – 3.9	4												
2.0 – 2.9	3												
0.0 – 1.9	0												

**Teacher Program Standard 2: Student Learning and Development**

Business Logic	Calculations will include information from the performance assessments and surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Indicator	<p>Performance Assessment (MEES)</p> <ul style="list-style-type: none"> <li>Cooperating Teachers and Program Supervisors will submit data for all 16 indicators.</li> <li>Administrator evaluations of teacher candidates will not be included in the calculations.</li> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>MEES Indicator 2.4 from the data submission will be used in the calculation. <ul style="list-style-type: none"> <li>For each certification candidate, the Cooperating Teacher (CT) and the Program Supervisor (PS) summative scores will be added together and divided by two.</li> <li>The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Program. That average will determine points on the scoring guide.</li> <li>Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>																				
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**Teacher Program Standard 2: Student Learning and Development**

Business Logic	Calculations will include information from the performance assessments and surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.												
Indicator	<p>Surveys</p> <ul style="list-style-type: none"> <li>• First-Year Surveys (Only Teacher Surveys will be included in this calculation {survey type = teacher}.) <ul style="list-style-type: none"> <li>○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses.</li> <li>○ Survey responses are assigned a score and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard. <ul style="list-style-type: none"> <li>▪ In order to be reported, <ul style="list-style-type: none"> <li>• a minimum of 10 surveys must be returned, AND</li> <li>• the participation rate must be at least 40 percent.</li> </ul> </li> <li>▪ Indicator #1 is the First-Year Educator Responses. <ul style="list-style-type: none"> <li>• It is the average of all the scores related to Standard 2 (Self_Reponse_Standard_2).</li> </ul> </li> <li>▪ Indicator #2 is the First-Year Educators' Supervisor Responses. <ul style="list-style-type: none"> <li>• It is the average of all the scores related to Standard 2 (Supervisor_Reponse_Standard_2).</li> </ul> </li> <li>▪ All responses related to Standard 2 on the surveys will be totaled and divided by the number of responses received for each EPP certification program. <ul style="list-style-type: none"> <li>• On the supporting data pages, there will be a column for first-year educator responses and one for first-year educators' supervisor responses. <ul style="list-style-type: none"> <li>▪ Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received.</li> <li>▪ Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received.</li> </ul> </li> <li>• Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page.</li> </ul> </li> </ul> </li> <li>○ Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>												
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**Teacher Program Standard 3: Curriculum Implementation**

Business Logic	Calculations will include information from the performance assessments and surveys. Points from each indicator will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earn of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Indicator	<p>Performance Assessment (MEES)</p> <ul style="list-style-type: none"> <li>Cooperating Teachers and Program Supervisors will submit data for all 16 indicators.</li> <li>Administrator evaluations of teacher candidates will not be included in the calculations.</li> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>MEES Indicators 3.1 &amp; 3.2 from the data submission will be used in the calculation. <ul style="list-style-type: none"> <li>For each certification candidate, the Cooperating Teacher (CT) and the Program Supervisor (PS) summative scores will be added together and divided by four.</li> <li>The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Program. That average will determine points on the scoring guide.</li> <li>Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>																				
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**Teacher Program Standard 4: Critical Thinking**

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Indicator	<p>Performance Assessment (MEES)</p> <ul style="list-style-type: none"> <li>Cooperating Teachers and Program Supervisors will submit data for all 16 indicators.</li> <li>Administrator evaluations of teacher candidates will not be included in the calculations.</li> <li>The “N” size is based on 10 or more Certification Candidates.</li> <li>MEES Indicator 4.1 from the data submission will be used in the calculation. <ul style="list-style-type: none"> <li>For each certification candidate, the Cooperating Teacher (CT) and the Program Supervisor (PS) summative scores will be added together and divided by two.</li> <li>The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Program. That average will determine points on the scoring guide.</li> <li>Scoring Guide will be based on all years in the EPP-APR starting with 2018.</li> </ul> </li> </ul>																				
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***Teacher Program Standard 5: Classroom Environment***

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***Teacher Program Standard 6: Effective Communication***

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**Teacher Program Standard 7: Assessment and Data Analysis**

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## OVERVIEW OF SCHOOL COUNSELOR & SCHOOL LEADER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification programs. This approval is based on MoSPE, which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

### Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence that they will be able to meet the requirements established by MoSPE. Once such evidence has been provided, the proposed EPP and certification program(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to meet or exceed all six MoSPE standards
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification programs in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

### Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification program continues to meet state standards. The reports will be based on the following performance standards:

- MoSPE Standard 1 – Academics
- MoSPE Standard 3 – Field and Clinical Experiences
- MoSPE Standard 4 – Candidates

The following categories will be used to accredit certification programs:

**1. Accredited:** Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

**2. Provisionally Accredited:** Certification programs will be issued a status of Provisional Accreditation based on points earned on at least two of the seven indicators. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster (appendix A) may instead be subject to this classification if the combined performance of the certification programs meets the provisionally accredited status. If possible, a particular certification program within a cluster may be identified for improvement. The Provisionally Accredited classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification programs.

**3. Unaccredited:** DESE makes recommendations to the Board for specific actions. A provisionally accredited program that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the program is making sufficient progress, it may designate the program as Provisionally Accredited for a one-year period. If the Board determines that the program is not making sufficient progress toward achieving full Accredited status, it may declare the program Unaccredited. An unaccredited program may not recommend preparation program candidates for certification.

For cases in which small cell size prevents accountability determinations at the level of individual certification programs, data at the certification cluster level on four APR-EPPs out of a five-year period will be used in conjunction with evidence gathered during development and implementation of the program improvement plan to identify and recommend specific certification program(s) for Board action.

## SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

### Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over five academic years. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter, spring and summer semesters, consecutively. Therefore, data for 2018 APR-EPP is collected from September 1, 2017 through August 31, 2018.

Data is provided at the individual certification program level. The list of clusters and the certification programs is included in appendix A. Reports will be generated by certification program for the purpose of continuous improvement.

### Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 10 program completers, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. “Pooling” means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points.

Individual certification program reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will not be used as a basis for making accountability decisions if the number of program completers is fewer than 10.

Similar rules are also applied for each accountability indicator. Providers will be held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content and performance assessments. The certification candidate must be eligible to be recommended by the educator preparation program for certification.
- **Licensure/Certification Assessment Pass Rate** includes those program completers who took one or more assessments required for certification in the program of study.
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and certain professional programs have a GPA reporting requirement. The 2017 APR Version 1.5 will use the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, and Early Childhood Special Education B-3. A full list of programs with GPA reporting requirements is included in appendix C.
- **Program Supervisor (PS)** Missouri Educator Evaluation System (MEES) rating if applicable.
- **Missouri Performance Assessments for School Counselors and School Leaders**
- **First-Year School Counselors’ and First-Year Principals’ Self-Reported Overall Preparation** includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion.
- **Principals’ and/or Supervisors’ perceptions First-Year School Counselors’ and First-Year Principals’ Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year school counselors and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion.

In each of these cases, accountability requires 10 program completers over a five-year period.

### Survey Participation Rate

Participation rates are calculated for indicators derived from first-year school counselor and first-year principal survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year School Counselors' and First-Year Principals' Self-Reported Overall Preparation indicator is calculated as  $\frac{x}{y}$ , where

$x$  = number of certificated school counselors and principals in survey sampling frame who respond to questionnaire, and  
 $y$  = number of certificated school counselors and principals in survey sampling frame.

Similarly, the participation rate for the Principals' and/or Supervisors' Perceptions of First-Year School Counselors' and First-Year Principals' Overall Preparation indicator is calculated as  $\frac{x}{y}$ , where

$x$  = number of principal and/or supervisor responses corresponding to individuals who are at the end of their first year of counseling and/or leading in a Missouri public school and are in the survey sampling frame, and  
 $y$  = number of individuals in survey sampling frame.

The **sampling frame** is the group of first-year school counselors and principals in Missouri public schools who were identified by DESE to be included in a particular administration of the *First-Year Survey*. For the purposes of the APR-EPP, the potential respondents from the 2013-14 through 2017-18 administrations of the survey are included in the sampling frame.

### Accreditation Designations

Accreditation Designations	Percentage of Points Earned
Accredited	70% to 100%
Provisionally Accredited	60% to 69.9%
Unaccredited	$\leq 59.9\%$

Accreditation Designation for individual certification programs is determined by points assigned to each quality indicator included in the 2018 APR:

- 1.1 – Certification Assessment Pass Rate – 20 points
- 1.2 – Reported GPA – 20 points
- 3.2 – Missouri Performance Assessment Pass Rate – 20 points
- 4.1 – First-Year Survey – Evaluation of Program by First-Year Response – 10 points
- 4.2 – First-Year Survey – Evaluation of Program by Supervisor – 10 points
- 4.3 – First-Year Survey – Evaluation of First-Year Educator by Supervisor – 10 points
- Total Number of Points Possible – 90

A certification program must have sufficient data for analysis of a minimum of two quality indicators to earn an Accreditation Designation. The points possible will be determined by the number of quality indicators. The points earned are divided by the points possible to determine a percentage of points possible. The table above identifies the percentage of points earned and the assigned Accreditation Designation.

### CALCULATING THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The following pages explain how each of the indicators will be calculated. DESE works with a contracted vendor to collect data for the certification assessments, performance assessments and surveys. All performance data are reported to the nearest tenth.

## Overview of Calculations

The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the official iteration of the APR-EPP 2018.

Indicator	Calculation		Completer Cohorts Used
1.1 Certification Assessment Pass Rate	# program completers passing exit assessment in two attempts defines the numerator	# program completers taking the assessment(s) defines the denominator	2014, 2015, 2016, 2017, 2018
1.2 Reported GPA	Based on the unique Social Security Number (SSN) of 10 or more and the average GPA for each certification program and EPP calculated yearly and for the sum of five years		2014, 2015, 2016, 2017, 2018
3.2 Program Completers' performance on the Missouri Performance Assessments for School Counselors and School Leaders	# program completers who passed the Missouri Performance Assessments in the semester of the initial attempt defines the numerator	# program completers taking the Missouri Performance Assessments for School Counselors and School Leaders defines the denominator	School Leaders – 2016, 2017, 2018 School Counselors – 2017, 2018
4.1 First-Year Survey – Evaluation of Program by First-Year Response	# certificated individuals who, at the end of their first year of counseling or leading in a Missouri public school, indicate “adequate” or better preparation defines the numerator	# certificated individuals in survey sampling frame who responded to questionnaire defines the denominator	Principals – 2014, 2015, 2016, 2017, 2018 School Counselors – 2017, 2018
4.2 First-Year Survey – Evaluation of Program by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of counseling or leading in a Missouri public school, indicating the, School Counselor or principal has “adequate” or better preparation defines the numerator	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of counseling or leading in a Missouri public school and are in the survey sampling frame defines the denominator	Principals – 2014, 2015, 2016, 2017, 2018 School Counselors – 2017, 2018
4.3 First-Year Survey – Evaluation of First-Year Educator by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of counseling or leading in a Missouri public school, indicating the counselors' or leaders' effectiveness in comparison to their performance-based evaluation defines the numerator	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of counseling or leading in a Missouri public school and are in the survey sampling frame defines the denominator	Principals – 2016, 2017, 2018 School Counselors - 2018

<b>Program Standard 1.1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy</b>																									
<b>Indicator</b>	<b>Certification Assessment Pass Rate</b>																								
<b>Definition</b>	The percentage of program completers who take and pass a PRAXIS II and/or Missouri Content Assessments (on or before the second attempt) that, at the time of testing, were among the assessments required for certification. For example, an Elementary Education Grades 1-6 completer would be included in the pass rate calculation if having taken the PRAXIS II Assessment Elementary Education: Curriculum, Instruction, and Assessment prior to September 2014 or the new Missouri Multi-Content Assessments in English/Language Arts, Mathematics, Science and Social Studies. A passing score on these assessments is required for an Elementary Education 1-6 certificate.																								
<b>Business Logic</b>	<p>Pass Rate: (per certification program)</p> <ol style="list-style-type: none"> <li>The N size for the 2018 APR will be 10 or more.</li> <li>Numerator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> <li>Test takers must pass within two attempts of taking the test, within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year.</li> <li>The test must match the subject area grade level that was reported by EPPs in MOSIS submission. <ol style="list-style-type: none"> <li>For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35. (See Notes on p. 10)</li> </ol> </li> </ol> </li> <li>Denominator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> <li>This includes test takers who took the test within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year.</li> <li>The test must match the subject area that was reported by the EPPs in MOSIS submission. <ol style="list-style-type: none"> <li>For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35. (See Notes on p. 10)</li> <li>These tests are included in the calculations for 2016, 2017, and 2018 (only for School Leaders and Counselors) APR Version 1.5.</li> </ol> </li> </ol> </li> <li>Programs will receive points based on the percentage – numerator divided by the denominator.</li> </ol> <table border="1"> <thead> <tr> <th>5 Year Average Status Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr><td>95%-100%</td><td>20</td></tr> <tr><td>90%-94.9%</td><td>18</td></tr> <tr><td>85%-89.9%</td><td>16</td></tr> <tr><td>80%-84.9%</td><td>14</td></tr> <tr><td>75%-79.9%</td><td>12</td></tr> <tr><td>70%-74.9%</td><td>10</td></tr> <tr><td>65%-69.9%</td><td>8</td></tr> <tr><td>60%-64.9%</td><td>6</td></tr> <tr><td>55%-59.9%</td><td>4</td></tr> <tr><td>50%-54.9%</td><td>2</td></tr> <tr><td>&lt;50%</td><td>0</td></tr> </tbody> </table>	5 Year Average Status Percentage	Points Earned	95%-100%	20	90%-94.9%	18	85%-89.9%	16	80%-84.9%	14	75%-79.9%	12	70%-74.9%	10	65%-69.9%	8	60%-64.9%	6	55%-59.9%	4	50%-54.9%	2	<50%	0
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<b>Sources of Data</b>	MOSIS Educator Preparation program completer records PRAXIS II and/or Missouri Content Assessment records Assessment exam subject area crosswalk Subject area to cluster crosswalk																								
<b>Years of Data</b>	Five years																								
<b>Population(s)</b>	All program completers who take a certification assessment in the area or areas for which they were prepared, where certification requires such an assessment (listed below in Program Types).																								
<b>Methodological Considerations</b>	The Missouri Content Assessments began in fall 2014. Several certification programs require passage of a series of multi-content assessments. These multi-content assessments will be counted in total as one assessment. Program completers must have passed the series on or before the second attempt to be counted and determined to have passed or failed within the APR Reporting Year.																								
<b>Program Types</b>	<p>All, except for the following certification programs which do not have exit assessments:</p> <ul style="list-style-type: none"> <li>English for Speakers of Other Languages K-12</li> <li>Gifted Education K-12</li> <li>School Psychological Examiner K-12</li> <li>Special Reading K-12</li> </ul>																								

Notes	<p>The Praxis II transitioned to the Missouri Content Assessments series in September 2014. The Missouri Content Assessments include multi-content assessments for the following areas:</p> <ul style="list-style-type: none"> <li>• Elementary Education (four Assessments)</li> <li>• Mild-Moderate Cross-Categorical Special Education (one Content and four Multi- Content Assessments)</li> <li>• Social Science (six Assessments)</li> <li>• Unified Sciences (one Full Content and three Multi-Content Assessments)</li> </ul> <p>Seven of the Missouri Content Assessments were revised following the first year of testing (September 2, 2014 to August 30, 2015). The number of questions was reduced and the testing times were extended. The following Missouri Content Assessments were revised:</p> <ul style="list-style-type: none"> <li>• Middle School Education – Mathematics (Test Code 012)</li> <li>• Middle School Education – Science (Test Code 013)</li> <li>• Middle School Education – Social Science (Test Code 014)</li> <li>• Secondary Education – Biology (Test Code 016)</li> <li>• Secondary Education – Chemistry (Test Code 018)</li> <li>• Secondary Education – Mathematics (Test Code 023)</li> <li>• Secondary Education – Physics (Test Code 024)</li> </ul> <p>The results for the seven assessments listed above are not included in the 2015 APR-EPP. The results will be reported in an addendum for the purposes of program improvement only. The decision to not include these results also affects the reporting by clusters and certification programs.</p> <p>The results for the seven revised assessments previously listed will be included in the 2016, 2017 and 2018 APR-EPP and subsequent APRs.</p>
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<b><i>Program Standard 1.2 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy</i></b>																	
<b>Indicator</b>	<b>Reported GPA</b>																
<b>Definition</b>	The reported GPA of program completers. The GPA being reported for the 2018 APR Version 1.5 includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, and Mild/Moderate Cross-Categorical.																
<b>Business Logic</b>	<p>Based on an N size of 10 or more. Certification programs will receive points as noted below based on the average GPA for the certification program for the sum of five years.</p> <table border="1"> <thead> <tr> <th>GPA 5 Year Average</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>3.60 +</td><td>20</td></tr> <tr> <td>3.40 – 3.59</td><td>18</td></tr> <tr> <td>3.20 – 3.39</td><td>16</td></tr> <tr> <td>3.00 – 3.19</td><td>14</td></tr> <tr> <td>2.80 – 2.99</td><td>12</td></tr> <tr> <td>2.60 – 2.79</td><td>10</td></tr> <tr> <td>≤2.60</td><td>0</td></tr> </tbody> </table>	GPA 5 Year Average	Points Earned	3.60 +	20	3.40 – 3.59	18	3.20 – 3.39	16	3.00 – 3.19	14	2.80 – 2.99	12	2.60 – 2.79	10	≤2.60	0
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<b>Sources of Data</b>	MOSIS Educator Preparation program completer records																
<b>Years of Data</b>	Five years																
<b>Population(s)</b>	All Administration, Early Childhood Education, Elementary Education, Grades K-12, Middle School Education, Secondary Education, Special Education, Specialists, and Student Services program completers																
<b>Methodological Considerations</b>	This indicator uses GPA data provided in MOSIS Educator Preparation program completer records for the most recent five academic years available to DESE.																
<b>Program Types</b>	Information is included in appendix C.																

Program Standard 3.2 – Field & Clinical Experiences: Missouri Performance Assessments																					
Indicator	Program Completer’s performance on the Missouri Performance Assessments																				
Definition	The percentage of Program Completers passing each of the Missouri Performance Assessments																				
Business Logic	<b>Data Sets Used</b> – This is a collection of performance assessments. These scores are reported to DESE by Educational Testing Service. The performance assessments are as follows:																				
	Performance Assessments	Test Code	Passing Score	Applicable to																	
				2016 APR	2017 APR	2018 APR															
	Missouri School Leaders Performance Assessment (MoSLPA)	0252	41	Yes	Yes	Yes															
	Missouri School Counselor Performance Assessment (MoSCPA)	0254	38	No	Yes	Yes															
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Sources of Data	MOSIS Educator Preparation program completer records and results from the Missouri Performance Assessments																				
Years of Data	MoSLPA 2016, 2017, and 2018 and MoSCPA 2017 & 2018																				
Population(s)	Students working towards counseling and leading in Missouri Public Schools.																				
Methodological Considerations	The Missouri Performance Assessments began in the fall of 2014. The above list of performance assessments reflects two test codes. For the 2016-2018 APR Version 1.5, the results of the Missouri School Leaders Performance Assessment (MoSLPA) were used. Program completers must have passed the MoSLPA on the first attempt (including resubmission) to be counted and must have passed or failed within the 2016 APR Reporting Year. Program completers must have passed the MoSCPA on the first attempt (including resubmission) to be counted and must have passed or failed within the 2017 APR Reporting Year.																				
Program Types	School Leadership & School Counselor programs are included. (traditional and non- traditional)																				

<b>Program Standard 4.1 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.</b>																			
Indicator	<b>First Year Survey – Evaluation of Program by First Year Response</b>																		
Definition	The First-Year School Counselor and First-Year Principal Survey capture self-assessment of preparedness. This indicator focuses on the self-response of school counselors and principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates “fair” preparation.																		
Business Logic	<p>DESE contracts with the Office of Social and Economic Data Analysis (OSED) to gather the First-Year School Counselor and First-Year Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSED which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year School Counselor response from the First-Year School Counselor First-Year Principal survey response from the First-Year Principal																		
Years of Data	One year First-Year School Counselors and five years First-Year Principals																		
Population(s)	First-Year School Counselors & School Leaders in Missouri Public Schools																		
Methodological Considerations	Programs will be held accountable for this indicator only if the survey participation rate is at least 40 percent, based on the number of certificated individuals employed as First-Year School Counselors and First-Year Principals since the date of completion. The APR will note the calculated participation rate. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the certificated individual. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.																		
Program Types	School Counselor and School Leader programs (traditional and non-traditional)																		
Notes	First-Year School Counselors and First-Year Principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Participation is voluntary and results are anonymous.																		

<b>Program Standard 4.2 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.</b>																			
Indicator	<b>First Year Survey – Evaluation of Program by Supervisor</b>																		
Definition	The First-Year School Counselor and First-Year Principal Survey capture supervisors' assessment of their preparedness. This indicator focuses on the response of the supervisors of school counselors and principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates "fair" preparation.																		
Business Logic	<p>DESE contracts with OSEDA to gather the First-Year School Counselor and First-Year Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSEDA which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year School Counselor and First-Year Principal survey – response from the supervisor																		
Years of Data	One year First-Year School Counselors and five years First-Year Principals																		
Population(s)	Supervisor responses of First-Year Counselors & First-Year Principals in Missouri Public Schools																		
Methodological Considerations	Programs will be held accountable for this indicator only if the survey participation rate is at least 40 percent, based on the principal and/or supervisor responses of First-Year School Counselors and First-Year Principals. The APR will note the calculated participation rate. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the evaluating supervisor. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.																		
Program Types	School Counselor and School Leader programs (traditional and non-traditional)																		
Notes	First-Year School Counselors and First-Year Principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Participation is voluntary and results are anonymous.																		

<b>Program Standard 4.3 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.</b>																			
Possible Indicator	<b>First Year Survey – Evaluation of First Year Educator by Supervisor</b>																		
Definition	The First-Year School Counselor and First-Year Principal survey capture the supervisors’ assessment of the preparedness of First-Year School Counselors and First-Year Principals. This indicator focuses on the supervisors’ responses. Responses to this item are on a 4-point Likert scale (1=low, 4=high), where a 3 indicates “effective” preparation. Only survey respondents are included in the calculated percentage.																		
Business Logic	<p>DESE contracts with OSEDA to gather the supervisors’ assessment of the preparedness of First-Year School Counselors and First-Year Principals. The numerator is based on the certificated individuals who receive a score of 3 or more. The denominator is based on all surveys received for each certification program. There is also a sampling frame from OSEDA which assists in providing the participation rate. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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Years of Data	One year First-Year School Counselors and three years First-Year Principals																		
Population(s)	Supervisor responses of First-Year School Counselors and Principals in Missouri Public Schools																		
Methodological Considerations	Programs may view this indicator based on the number of certificated individuals employed as First-Year School Counselors and First-Year Principals since the date of completion. The APR will note the calculated participation rate. The intent of the question is used to evaluate the effectiveness of the first-year teacher and principal. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective																		
Program Types	School Counselor and School Leader programs (traditional and non-traditional)																		
Notes	First-Year School Counselors and First-Year Principals are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School). Supervisors are asked to evaluate the effectiveness of First-Year Counselors and First-Year Principals. Participation is voluntary and results are anonymous.																		

## Appendix A: Cluster Programs and Certification Programs

### 1. Administration

CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
PRINCIPAL K-8	183
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205

### 2. Early Childhood Education

EARLY CHILDHOOD EDUCATION B-3	2511
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### 3. Elementary Education

ELEMENTARY EDUCATION 1-6	4776
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### 4. Grades K-12

ART K-12	415
DANCE K-12	25
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
CHINESE K-12	1025
GERMAN K-12	515
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12	2055
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
RUSSIAN K-12	625
SPANISH K-12	635

### 5. Middle School Education

AGRICULTURAL EDUCATION 5-9	6777
BUSINESS EDUCATION 5-9	4377
GENERAL SCIENCE 5-9	5077
LANGUAGE ARTS 5-9	1977
MATHEMATICS 5-9	5877
SOCIAL SCIENCE 5-9	16677
SPEECH AND THEATRE 5-9	6577
TECHNOLOGY AND ENGINEERING 5-9	25477

**6. Secondary Education**

AGRICULTURAL EDUCATION 9-12	6779
BIOLOGY 9-12	24279
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
DRIVER EDUCATION 9-12	17179
EARTH SCIENCE 9-12	23879
ENGLISH 9-12	4879
GENERAL SCIENCE 9-12	25079
JOURNALISM 9-12	5679
MARKETING 9-12	479
MATHEMATICS 9-12	5879
PHYSICS 9-12	25979
ROTC 9-12	3779
SOCIAL SCIENCE 9-12	16679
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 9-12	25479
UNIFIED SCIENCE: BIOLOGY 9-12	14279
UNIFIED SCIENCE: CHEMISTRY 9-12	14679
UNIFIED SCIENCE: EARTH SCIENCE 9-12	13879
UNIFIED SCIENCE: PHYSICS 9-12	15979

**7. Special Education**

BLIND AND LOW VISION B-12	7512
DEAF AND HARD OF HEARING B-12	7212
EARLY CHILD SPECIAL EDUCATION B-3	911
MILD/MOD CROSS CATEGORICAL K-12	1015
SEVERE DEVELOPMENTAL DISABILITIES K-12	85

**8. Specialists**

ENGLISH LANGUAGE LEARNERS K-12	9968085
GIFTED EDUCATION K-12	235
MATH SPECIALIST 1-6	99680276
SPECIAL READING K-12	815

**9. Student Services**

SCHOOL COUNSELOR 7-12	799
SCHOOL COUNSELOR K-8	793
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105
SPEECH/LANGUAGE PATHOLOGIST B-12	16412

## **Appendix B: Appeals Process for 2018 EPP-APR Release**

An appeal is the formal procedure for requesting that a specific standard and indicator be revisited, recalculated, rescored or otherwise altered. This memorandum provides guidance on the EPP-APR appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE has established a formal appeals form which will be required to submit any standard and indicator that is being appealed for your certification candidate.

### **Assessment Appeals**

#### **School Counselor and School Leader Candidates:**

EPPs may appeal students' exit assessment scores if the EPP believes that DESE does not have accurate data. The first two attempts are used to generate the pass rate indicator for Standard 1. EPPs may present documentation that shows the percent of program completers passing the state-approved certification assessment within two attempts. DESE's appeals form will need to be signed by the Dean or Unit Leader and accompanied with documentation to support the appeal.

#### **Teacher Candidates:**

If an EPP believes a certification candidate's certification assessment was scored incorrectly, it is necessary that the policies set by Educational Testing Service and/or Evaluation Systems group of Pearson are followed in order to have the assessment rescored. It is necessary to request rescoring early enough that the new results will be received by DESE in time to be reflected in the APR. The test taker must initiate the request for the rescoring and include the cost of the rescoring.

### **General Appeals**

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between December 3, 2018 and January 9, 2019. Approved appeals will be reflected once the final APR is made available according to the APR 2018 Calendar.

Once an EPP-APR is made final, data included in that EPP-APR may not be appealed. Corrections made to prior data will not affect an EPP-APR report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

### **Appeals Form**

A formal appeals form has been established to capture the following information regarding the appeal:

- Student name
- Date of birth
- Last five digits of the Social Security Number
- Certification program
- Performance indicator
- Completer year
- Exam date if applicable
- Exam score if applicable
- Supporting documentation or additional notation is attached
- Comments for the reason of the appeal
- Signed by the dean or unit leader

### **Notification of Appeal Status**

All requests for appeals must be received by the date specified in the APR 2018 Calendar in order to be considered. Notification of approval or denial of appeals, addressed to the dean or unit leader, will be postmarked on or before the date specified in the APR 2018 Calendar.



## Appendix C: GPA Reporting Requirements by Certification Program

<b>CONTENT GPA is the GPA for approved courses that are listed on file with DESE to meet the content for certification requirements. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved program should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by “Content Area GPA.” GPA is provided on a 4.00 scale (two decimal points).</b>
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING
9-12 UNIFIED SCIENCE: BIOLOGY
9-12 UNIFIED SCIENCE: CHEMISTRY
9-12 UNIFIED SCIENCE: EARTH SCIENCE
9-12 UNIFIED SCIENCE: PHYSICS
<b>PROGRAM GPA is the (CUMULATIVE GPA) for the specific program. Please provide the GPA on a 4.00 scale (two decimal points).</b>
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION

K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-8 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SUPERINTENDENT
<b>Not Applicable (N/A) GPA. Please provide demographic information on for completers of the following programs.</b>
9-12 DRIVER EDUCATION
9-12 ROTC
B-12 SPEECH/LANGUAGE PATHOLOGIST
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

## Appendix D: Required Program Actions and Options for Support

Once accreditation status is initiated, the following Program Actions and Options for Support will be implemented.

Situation	Required Actions	Support Options <sup>1</sup>
First year earning 70% of points or fewer	<ul style="list-style-type: none"> <li>Develop a general response with a strategy</li> <li>Response maintained on file with Office of Educator Quality (OEQ)</li> </ul>	<ul style="list-style-type: none"> <li>OEQ review and feedback</li> <li>Board feedback</li> <li>DESE resources available</li> <li>Intra-institution support</li> <li>Peer program support available</li> <li>National consultation</li> </ul>
Second consecutive year earning 70% of points or fewer	<ul style="list-style-type: none"> <li>Create an improvement team</li> <li>Develop an improvement plan</li> <li>Present to the Board for approval</li> <li>First status letter to students</li> </ul>	
Provisional Accreditation status earning 70% or more of points possible	<ul style="list-style-type: none"> <li>Program improvement team reports progress to Board</li> </ul>	
Provisional Accreditation status earning fewer than 70% of points possible	<ul style="list-style-type: none"> <li>Program improvement team reports progress to Board</li> <li>Second and final status letter to students</li> </ul>	

<sup>1</sup> **Department resources** – research and resources on curriculum, evaluation, professional learning, etc.; **Intra-institution support** – assistance offered by programs within the same institution; **Peer program support** – feedback, support, resources, etc. provided by like programs (i.e. elementary education, middle school math, etc.) from other institutions; **National consultation** – use of available research laboratory materials and trainings. A sequence of determinations and supports is initiated when an educator preparation program receives an accreditation designation.